



Chino Valley High School

Chino Valley Unified District

760 E. Center Street, Chino Valley, AZ 86323

Mailing Address: P.O. Box 225, Chino Valley, AZ 86323--022

ARIZONA
School Report Card
2001-02

Principal: Mr. David C. Perey

Schedule: 7:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: dperey@cvsd.k12.az.us

Grades: 9-12

2001 Enrollment: 713

Phone: (928) 636-2298

Fax: (928) 636-6219

✓ School Overview ✓

Mission

It is our mission to create and maintain a safe and supportive environment where mutual respect, excellence in education and social development are promoted among all stakeholders. We will encourage individuals to reach their potential through personal motivation and a professionally developed curriculum. Students will have the opportunity to apply current technologies. We will provide opportunities which create options for students to pursue both academic and vocational endeavors.

Organization and Philosophy

- w Traditional
- w Student Centered
- w Focus on Opportunities for Success
- w Extended Year Calendar

School/Academic Goals

- w Students will be able to apply effective writing skills across the curriculum.
- w Students will be able to apply effective reading skills across the curriculum.

Instructional Programs

- w School-to-Work
- w Honors and Advanced Placement
- w Alternative Education
- w Honors Classes
- w Applied Math and Sciences
- w Intersession Program
- w Student Assistance Program
- w Music/Drama/Art

- w Students will be able to apply effective problem-solving and critical-thinking skills across the curriculum.

- w Students will be proficient in the use and applications of technology.

Enrollment

October 1, 2000 School Year Student Enrollment: 712

Accepting New Students in 2001-02 Under Open Enrollment Law¹: Yes

Number of Students Attending Under Open Enrollment in 2000-01: 7

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 2 Community Member(s)
 3 Student(s)

Council Duties

w Instruction
 w Curriculum
 w School Environment and Safety
 w Parent/Educator Relations
 w Extracurricular Activities
 w School Improvement

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	5.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	4	2	0	0
10 or more years	11	10	0	0

▽ Shared Responsibilities ▽

School

We believe our schools exist as a cooperative partnership between educators, parents and the community for the purpose of educating all children. Education must be appropriate to the needs and abilities of each pupil and to the needs of the community and the larger society. Chino Valley's schools must be dynamic, accepting of diversity and willing to change to improve student success.

Parents

Parents have the responsibility to be involved in their student's education. They are responsible for ensuring that their student is at school every day. They should help their student recognize the importance of their education, the need to complete their work on time and to the best of their ability, and assist their student in developing career and educational goals.

▽ Transportation Policy ▽

Students are picked up and delivered home each day. Anyone outside the one-mile radius may participate. Transportation is provided for students staying after school for athletics or extra academic assistance.

▽ Calendar Information ▽

Number of Instruction Days:	178	First Day of School:	8/8/01
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/6/02

Operates on Extended Schedule

Report Card Release Dates

10/5/01	12/21/01	3/15/02	6/6/02
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Additional Calendar/Report Card Information

Progress reports are sent home midway between the nine-week grade report periods to the parents of students whose performance is below average.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Aquaculture and Biotech Lab	W Computer/Business Lab
W Greenhouse/Livestock Facilities	W High Tech Media Center

Extracurricular Activities

W National Honor Society	W Vocational Student Organizations
W Cougartown	W Athletics
W Student Government	W Academic Decathlon
W Marching Band, Choir and Drama	W Special Olympics

School/Community Resources

W Breakfast/Lunch Program	W Counseling Services
W Tobacco Prevention Program	W Pregnancy Prevention Program
W Alcohol and Drug Prevention	W School Resource Officer
W Health Services	W Intersession Program/Student Assistance

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Implementation of writing across the curriculum including writing assignments in all classes evaluated with a common rubric.</p> | <p>w The district adopted an extended calendar schedule. This schedule allows us to provide academic assistance to students during the intersession periods.</p> |
| <p>w Districtwide curriculum committees organized to address curriculum alignment in math, language and science.</p> | <p>w Additional computers purchased for use in classrooms and library. Internet access provided in all classrooms. Workshops provided for teachers on integrating technology and meeting the Arizona Academic Standards in technology.</p> |

Student Information: 2000-01 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
Attendance Rate	95.6 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	16.3 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.9 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	6.2 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	98.2 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.8 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	3.8 %			11.1 %
Status Unknown ⁸	2.1 %			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
A+ High School	1992
National Merit Scholar	2001
National Vocational Recognition	1998
Ten Academic Student/Athlete Team Awards	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 10 (Class of 2003) ²		Number Tested ³	MS	FFB	A	M	E	C
Reading	School	136	524	5%	14%	64%	14%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	145	483	8%	57%	34%	0%	70%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	134	483	53%	19%	19%	10%	NA
	State	47215	479	50%	19%	21%	10%	NA

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

³**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	83	46	43	83	49	44	100	44	43	90	46	43	81	47	43
	Language	83	35	37	83	39	39	100	34	39	89	39	40	80	37	41
	Mathematics	83	50	54	83	57	57	100	53	57	89	58	59	80	57	61
10	Reading	85	40	42	80	41	42	100	45	42	78	42	42	--	--	--
	Language	85	40	43	81	44	43	100	45	44	78	42	44	--	--	--
	Mathematics	85	45	46	81	46	47	100	47	49	77	51	50	--	--	--
11	Reading	81	48	46	76	44	46	100	44	44	83	53	45	--	--	--
	Language	80	34	42	78	37	43	100	40	42	85	49	44	--	--	--
	Mathematics	80	44	49	78	47	51	100	49	52	84	55	55	--	--	--

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Our philosophy is that 'teachers have a right to teach and students have a right to learn'. Disruptive/disorderly students are not permitted to participate in the classroom activities. We assist these students in the development of appropriate social skills so that they can be successful in the classroom. Our administration, faculty and staff continually monitor students when outside the classroom. We have a School Resource Officer, parking lot security, Student Assistance Program & Crisis Plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

15

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,316	\$1,677,568
Classroom Supplies	\$35	\$25,076
Administration	\$392	\$283,960
Support Services-Students	\$260	\$188,078
Other Support Services and Operations	\$1,011	\$732,001
Total Expenditures- All Categories 1999-2000	\$4,013	\$2,906,683

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$110,438.83 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

Trigger funds were used to increase our low teacher salaries.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	David Perey	(928) 636-2298	
Transportation Policy	Jeff Lambert	(928) 636-2305	
Community Resources	Mrs. Benson	(928) 636-2298	
School Nutrition Programs	Beth Williams	(928) 636-7461	
Parent Organization	Pam Appelquist	(928) 636-1391	
Student Health/Nurse	Kelly Skurja	(928) 636-2298	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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